



المعرفة  
Knowledge



## THE SCHOOL OF RESEARCH SCIENCE US HIGH SCHOOL L.L.C

### US CURRICULUM

ACCEPTABLE

### DUBAI FOCUS AREAS

#### INCLUSIVE EDUCATION



ACCEPTABLE

#### WELLBEING



GOOD

#### NATIONAL AGENDA PARAMETER



ACCEPTABLE

# CONTENTS

|                                          |    |
|------------------------------------------|----|
| SCHOOL INFORMATION                       | 3  |
| SUMMARY OF INSPECTION FINDINGS 2023-2024 | 4  |
| OVERALL SCHOOL PERFORMANCE               | 6  |
| FOCUS AREAS                              | 8  |
| MAIN INSPECTION REPORT                   | 11 |
| WHAT HAPPENS NEXT?                       | 21 |



## SCHOOL INFORMATION



### GENERAL INFORMATION

|                                                                                   |                            |                        |
|-----------------------------------------------------------------------------------|----------------------------|------------------------|
|  | Location                   | Al Qusais              |
|  | Opening year of school     | 2020                   |
|  | Website                    | www.srsusdubai.ae      |
|  | Telephone                  | 97146011011            |
|  | Principal                  | Jalilah Muhammad Dukes |
|  | Principal - date appointed | 9/1/2023               |
|  | Language of instruction    | English, Arabic        |
|  | Inspection dates           | 26 to 01 March 2024    |



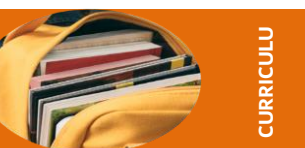
### STUDENTS

|                                                                                     |                                       |                     |
|-------------------------------------------------------------------------------------|---------------------------------------|---------------------|
|    | Gender of students                    | Boys and girls      |
|    | Age range                             | 13 to 18            |
|    | Grades or year groups                 | Grade 9 to Grade 12 |
|    | Number of students on roll            | 830                 |
|   | Number of Emirati students            | 746                 |
|  | Number of students of determination   | 130                 |
|  | Largest nationality group of students | Emirati             |



### TEACHERS

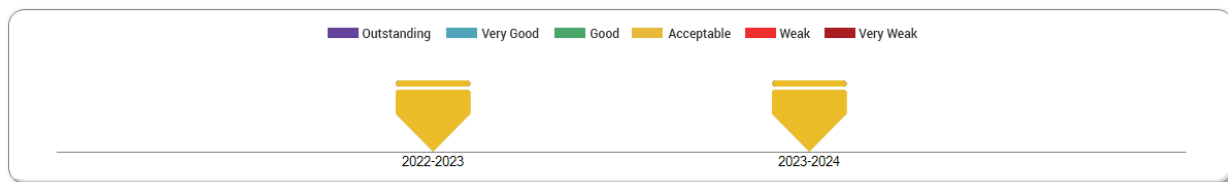
|                                                                                     |                                       |          |
|-------------------------------------------------------------------------------------|---------------------------------------|----------|
|  | Number of teachers                    | 53       |
|  | Largest nationality group of teachers | American |
|  | Number of teaching assistants         | 1        |
|  | Number of guidance counsellors        | 6        |



### CURRICULUM

|                                                                                     |                                  |    |
|-------------------------------------------------------------------------------------|----------------------------------|----|
|  | Curriculum                       | US |
|  | External Curriculum Examinations | AP |
|  | Accreditation                    | US |

## School Journey for THE SCHOOL OF RESEARCH SCIENCE US HIGH SCHOOL L.L.C



## SUMMARY OF INSPECTION FINDINGS 2023-2024

The overall quality of education provided by the school is **acceptable**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.



### Students' Outcomes

- Students' achievement in Islamic Education and Arabic is relatively stronger due to better quality instruction and enriched curriculum programs. In English, mathematics and science, students attain acceptable levels of knowledge, with increasing skills in comprehension, application and analysis, particularly noticeable in the girls' section of the school and in senior grades. Critical thinking and problem-solving skills are developing, but not systematically.
- Students demonstrate strong personal responsibility, work ethic and resilience, especially in the girls' section. They exhibit positive attitudes and respect. They have good relationships with members of staff. Communications are positive and effective. Commitment to safe lifestyles is evident. Attendance rates are acceptable. Students appreciate Islamic values and Emirati culture, actively participating in cultural events. They engage in school life through leadership roles, positive work attitudes and volunteering initiatives.

### Provision For learners

- Teachers generally demonstrate strong subject knowledge and some awareness of differentiation and engagement. However, an understanding of how students learn, and consistent high quality teaching strategies, are evident in few lessons. Teaching does not systematically develop independent learning skills. Leaders benchmark performance against international standards and monitor students' progress. Teachers make insufficient use of assessment data for personalized learning. The quality of written feedback is too variable. It does little to close the gaps between underachievers and other students.
- Leaders conduct regular curriculum reviews. They endeavor to ensure that students meet graduation requirements, including the launching of an online credit recovery program. The curriculum offers a range of choices, including elective and Advanced Placement (AP) courses, with cross-curricular links. However, assessment policies are not fully implemented. The science program is insufficiently focused on the acquisition of skills. The curriculum is inadequately adapted to meet the needs of all student groups
- Safeguarding measures are thorough. Comprehensive training and strict security arrangements ensure a safe environment. Leaders keep careful records and prioritize health and safety. Arrangements for school transport are effective. Healthy food options are available in the cafeterias. Punctuality is not a strength. Support for students with diverse needs is improving, with personalized assistance, counseling resources and guidance in career pathways.

### Leadership and management

- Led by the principal, the school's new senior leadership team prioritizes success and inclusive education. Leaders do not maintain consistent standards. Self-evaluation processes are in place but lack depth. Improvement plans prioritize actions over measurable outcomes. Governors support the school, but they do not include stakeholder representation. They have not sought KHDA approval for plans, as required. Despite effective day-to-day management, a high staff turnover disrupts continuity and students' trust in their learning environment.

### Highlights of the school:

- Students' achievement in Islamic Education and Arabic.
- Students' awareness of Islamic values and Emirati culture.
- Rigorous procedures for health and safety, including safeguarding.
- Personalized support for senior students and career guidance.

### Key recommendations:

- Raise students' achievement, particularly in English, mathematics and science.
- Ensure adequate representation of all stakeholders on the governing body and compliance with statutory requirements.
- Provide consistently high-quality teaching.
- Develop leadership capacity and management skills.



## OVERALL SCHOOL PERFORMANCE

**Acceptable**

### 01 STUDENTS' ACHIEVEMENT

|                                                                                                                         |            | High           |
|-------------------------------------------------------------------------------------------------------------------------|------------|----------------|
| <br>Islamic Education                  | Attainment | Good           |
|                                                                                                                         | Progress   | Good           |
| <br>Arabic as a First Language        | Attainment | Good           |
|                                                                                                                         | Progress   | Good           |
| <br>Arabic as an Additional Language | Attainment | Not applicable |
|                                                                                                                         | Progress   | Not applicable |
| <br>Language of instruction          | Attainment | Not applicable |
|                                                                                                                         | Progress   | Not applicable |
| <br>English                          | Attainment | Acceptable     |
|                                                                                                                         | Progress   | Acceptable     |
| <br>Mathematics                      | Attainment | Acceptable     |
|                                                                                                                         | Progress   | Acceptable     |
| <br>Science                          | Attainment | Acceptable     |
|                                                                                                                         | Progress   | Acceptable     |
|                                                                                                                         |            | High           |
| Learning skills                                                                                                         |            | Acceptable     |



## 02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

|                                                                             | High                                                                                     |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Personal development                                                        | Good  |
| Understanding of Islamic values and awareness of Emirati and world cultures | Very good                                                                                |
| Social responsibility and innovation skills                                 | Good  |

## 03 TEACHING AND ASSESSMENT

|                                 | High       |
|---------------------------------|------------|
| Teaching for effective learning | Acceptable |
| Assessment                      | Acceptable |

## 04 CURRICULUM

|                                      | High                                                                                             |
|--------------------------------------|--------------------------------------------------------------------------------------------------|
| Curriculum design and implementation | Acceptable  |
| Curriculum adaptation                | Acceptable                                                                                       |

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

|                                                                              | High                                                                                              |
|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Health and safety, including arrangements for child protection/ safeguarding | Outstanding  |
| Care and support                                                             | Acceptable                                                                                        |

## 05 LEADERSHIP AND MANAGEMENT

|                                                 |                                                                                                  |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------|
| The effectiveness of leadership                 | Acceptable                                                                                       |
| School self-evaluation and improvement planning | Acceptable  |
| Parents and the community                       | Acceptable                                                                                       |
| Governance                                      | Weak                                                                                             |
| Management, staffing, facilities and resources  | Acceptable                                                                                       |

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

## National Agenda Parameter

### FOCUS AREAS

#### International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school, a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |              |                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------|
| A. Registration Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                            | Met Fully    |                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Whole school | Emirati cohort |
| B. International and Benchmark Achievement                                                                                                                                                                                                                                                                                                                                                                                                                              | Very weak    | Weak           |
| <ul style="list-style-type: none"><li>The school does not have any Progress in International Reading Literacy Study (PIRLS) 2021 data because classes begin at Grade 9 and there are no ten-year-old students. The Measures of Academic Progress (MAP) data show weak to very weak attainment levels across the subjects for both Emirati and non-Emirati students. The most recent data show some improvement in attainment for Emirati students in science.</li></ul> |              |                |
| C. Leadership: International and Emirati Achievement                                                                                                                                                                                                                                                                                                                                                                                                                    | Good         |                |
| <ul style="list-style-type: none"><li>The school's National Agenda action plan has a focus on progress in international assessments and students' reading literacy. It contains appropriate timeframes and responsibilities. The success criteria include students' outcomes, but they are not specific enough. In only the best lessons do teachers use assessment information to plan and provide activities that meet students' different ability levels.</li></ul>  |              |                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Whole school | Emirati cohort |
| D. Teaching and Learning: Improving reading literacy                                                                                                                                                                                                                                                                                                                                                                                                                    | Good         | Good           |

- Students' reading levels are generally in line with the curriculum expectations. Teachers use the data to provide targeted interventions, such as library sessions and individual reading opportunities. These have had a positive impact on students' reading literacy.

**Overall school standards in the National Agenda Parameter are acceptable.**

#### For Development:

- Improve students' attainment levels in language usage, reading, mathematics and science.



## Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing on the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

### **Overall, the quality of wellbeing provision and outcomes is at a good level.**

- Leaders share a vision for wellbeing which is a priority for the school. Policies are clearly implemented. Data have been collected by the wellbeing committee to gauge the wellbeing of students and members of staff. Creative initiatives in response to survey data are effectively implemented and embedded in the school.
- A designated member of the governing board ensures that wellbeing and inclusion provision remain a focus of the school. Student ambassadors and committees present students' opinions to leaders. Induction and mentoring provide support for newly appointed staff. However, their opinions are not sought through surveys.
- Curriculum initiatives are strategically designed to advance students' wellbeing. Most students demonstrate a secure understanding of their wellbeing, showing growing independence in its management. Online safety protocols are established and prioritized. Most students exhibit a positive attitude within the school environment, as generally evident in their behavior and when discussing their experiences.

### **For Development:**

- Analyze the results of surveys to ensure that the wellbeing needs of staff are fully addressed.

## UAE Social Studies and Moral Education

- Social studies and moral education are taught as two separate subjects. Students in Grades 9 and 10 have two lessons of 55 minutes per week for social studies, together with additional learning during assemblies, trips and events. The subject is taught in English. Moral education is taught for one lesson of 55 minutes per week in Grades 9 and 10 in English. In Grades 11 and 12, moral education is taught for 30 minutes per week, integrated into Arabic lessons and through part of the values program. These lessons are taught in Arabic.
- Both subjects follow the MoE curriculum. Most teachers plan thoughtful lessons that are interesting and engage students well. Learning in social studies is regularly assessed. Students' outcomes are reported to parents.

## Arabic in Early Years

- Arabic is not taught in KG.



## MAIN INSPECTION REPORT

### 01 STUDENTS' ACHIEVEMENT

#### ISLAMIC EDUCATION

|            | High |
|------------|------|
| Attainment | Good |
| Progress   | Good |

- The majority of students demonstrate levels of knowledge, understanding and skills that are above the curriculum standards. They exceed expected progress. The majority have a clear understanding of Islamic principles, laws and etiquette, and a comprehensive knowledge of Seerah.
- Across the school, students make relevant links between Islamic concepts and their daily lives. They engage in discussions on contemporary issues surrounding marriage and divorce, as well as topics related to magic and fortune-telling. They use Holy Qur'anic verses and Hadiths to support their arguments.
- The well-planned opportunities for competitions, activities and exhibitions positively affect students' outcomes. Recitation skills and the use of recitation rules are generally strong. However, memorization of verses from the Holy Qur'an remains less secure.

#### For Development:

- Improve students' memorization of the Holy Qur'an.

## ARABIC AS A FIRST LANGUAGE

|            | High |
|------------|------|
| Attainment | Good |
| Progress   | Good |

- Girls make faster progress than boys in the ability to use language within various contexts. In Grade 9, students' linguistic skills are weaker. Throughout, there is a group of students with low starting points, but they are making noticeable progress.
- Reading skills are well developed for most students. However, skills related to grammar and rhetoric are underdeveloped. Most students use standard Arabic when speaking. Creative writing skills for most students fall within expected levels. For a minority, they are insecure.
- The absence of planning based on accurate achievement data has negatively impacted on the progress of a minority of students. Teachers do not provide suitably differentiated activities related to individual language needs.

### For Development:

- Provide work for differentiated groups in lessons, based on students' linguistic needs.
- Develop students' creative writing skills.
- Enhance students' skills in grammar and rhetoric through activities that deepen understanding.

## ENGLISH

|            | High       |
|------------|------------|
| Attainment | Acceptable |
| Progress   | Acceptable |

- Progress in English is beginning to strengthen. Attainment in Advanced Placement (AP) examinations is in line with expectations. In external benchmarking language and literacy assessments, outcomes remain below expected levels. Internal assessment results are higher.
- Most students are confident communicators, using an increasing range of vocabulary and technical terminology. Writing skills are less well developed. Recently introduced editing skills are gradually improving the quality of writing. Students have limited opportunities to write at greater length.
- Reading is a current focus. Across all grades, a desire to read is being strongly promoted. Texts referred to in lessons are carefully selected to engage more students. Through targeted interventions, gaps in reading are systematically being closed and reading standards are beginning to improve.

### For Development:

- Provide more opportunities for sustained writing.
- Strengthen students' skills in drafting and editing their work for accuracy, particularly in spelling, punctuation and grammar.

## MATHEMATICS

High

Attainment

Acceptable

Progress

Acceptable

- Most students achieve in line with curriculum standards. In Grade 9 algebra lessons, students know the slope formula, but application is limited. Students use everyday problems for bell curve graphing in statistics. Wider world connections in other mathematics lessons are limited. External data show lower levels of attainment than those observed in classrooms.
- Most students have some problem-solving and critical thinking skills, with fewer opportunities available in Grades 9 and 10. Students can function in a variety of contexts in calculus and statistics, particularly in Grades 11 and 12.
- Students benefit from teachers' questioning that develops higher-level thinking skills. Some students are able to communicate their mathematical thinking clearly. Mostly in calculus and statistics, students make connections to Emirati culture, architecture and populations.

### For Development:

- Ensure that teachers make everyday connections in all mathematics lessons.
- Raise expectations so that all students develop sufficient critical thinking skills to enable them to correct any misconceptions.

## SCIENCE

High

Attainment

Acceptable

Progress

Acceptable

- Most students attain in line with curriculum standards and also make expected progress. There has been an improvement in the amount of practical work done. As a consequence, students' scientific understanding is also improving.
- Students' skills in hypothesizing, evaluating, synthesizing and analyzing remain underdeveloped. Simulations of investigative work, where students can manipulate variables, have been useful in allowing students to observe their effect.
- Although there is more experimental work, too much remains insufficiently demanding. Basic practical skills such as measuring, recording and observing are underdeveloped.

### For Development:

- Ensure that practical work is suitably demanding.
- Include more project work and investigations in lessons.

## LEARNING SKILLS

High

### Learning skills

Acceptable

- Most students have positive attitudes. They make increasing connections to prior learning. In some lessons, they make effective links to learning in other subject areas and to everyday situations. Students have limited opportunities to take responsibility for their own learning.
- Across all grades, students are confident users of digital devices. Their use of technology to carry out research and support learning in lessons often remains narrow and inconsistent. Critical thinking, problem-solving and independent learning skills are developing features of leaning.
- Since the previous inspection, the improvement of students' collaboration skills has been a focus. Most students now interact effectively in pairs. Working on joint tasks has increased in mathematics. In other lessons, groups can be too large, leading to unequal participation and passivity among some students.

### For Development:

- Provide more opportunities for students to develop their critical thinking, problem-solving and independent learning skills.
- Ensure that, where appropriate, students use digital devices for research purposes.



## 02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | High   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Personal development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Good ↑ |
| <ul style="list-style-type: none"> <li>Students have a good sense of personal responsibility and a strong work ethic. They are proactive and resilient. They use teachers' feedback and guidance to improve. Self-discipline is more robust in the girls' section.</li> <li>Across the school, most students have positive attitudes to their learning and are respectful to others, resulting in excellent behavior. They have strong relationships with their teachers and other staff. Students feel safe, valued and supported. This leads to effective and open communication.</li> <li>Students have a strong commitment to adopting safe and healthy lifestyles. The attendance rate is acceptable. Some students arrive late to school and to their classes. Transition between lessons is smooth, but with supportive supervision.</li> </ul> |        |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | High      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Understanding of Islamic values and awareness of Emirati and world cultures</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Very good |
| <ul style="list-style-type: none"> <li>Students have a secure appreciation of the significance of Islam. They hold its values in high regard as an integral component of Emirati culture. They demonstrate a comprehensive understanding of Islamic values and their practical application to daily life in the UAE.</li> <li>Students exhibit a deep admiration for the authenticity, warmth, respect and tolerance that characterize the UAE. Their understanding of Emirati traditions, culture and history is extensive and well informed.</li> <li>Students actively participate in a range of cultural events. They demonstrate a strong sense of pride in their own cultures and traditions. However, their awareness of global diversity is less developed, as they demonstrate limited knowledge about other world cultures.</li> </ul> |           |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | High   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Social responsibility and innovation skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Good ↑ |
| <ul style="list-style-type: none"> <li>Students are actively involved in the life of the school. They contribute to the school council and, as a result, develop leadership skills. Others are involved in the Model United Nations and represented the school in a recent conference in Sharjah.</li> <li>Students' attitude to work is, for the most part, positive. They are reliable participants in many lessons. They relished taking part in the business week's activities, which allowed them to develop and demonstrate a commitment to sustainable goals and the environment.</li> <li>Many students take advantage of the school's initiative to be involved in volunteering in both the school and the local community. Some spend time reading with younger students. Others are involved in a mini internship, where time is spent in the school's cafeterias or clinic.</li> </ul> |        |

### For Development:

- Improve attendance and punctuality.
- Improve students' understanding and appreciation of world cultures.
- Encourage more students to become involved in the volunteering program and contribute further to the school and the community.

## 03 TEACHING AND ASSESSMENT

| High                            |            |
|---------------------------------|------------|
| Teaching for effective learning | Acceptable |

- Most teachers demonstrate secure subject knowledge, enabling them to teach with confidence and accuracy. They are less secure in their understanding of how students learn best. Expectations for students' achievement, and at times behavior, are not always high enough. Effective behavior management strategies are sometimes limited.
- Lesson planning and use of resources is thoughtful, but time management is an issue in some lessons. A range of different learning tasks is regularly planned. They are not necessarily differentiated to provide enough support or sufficient challenge.
- Following previous recommendations, more lessons end with students reflecting on their learning and their success in meeting the learning objectives. Teachers increasingly ask questions to check students' understanding. Only in the better lessons is questioning used to promote high-quality dialogue and deeper thinking

| High       |            |
|------------|------------|
| Assessment | Acceptable |

- Leaders benchmark students' outcomes against appropriate international expectations. They have piloted an external assessment for Arabic. Leaders are working to reduce the gap between the internal and external assessment data.
- The internal assessments are appropriate and aligned well to curriculum standards. Leaders monitor the progress of individuals and groups of students using online platforms. Middle leaders analyze the assessment data to identify gaps in learning and to identify students who may need additional support.
- Teachers' use of assessment information to provide activities that match students' different ability levels is successful only in the best lessons. The written feedback that students receive is variable in quality. It sometimes includes useful information on next steps and ways to improve.

### For Development:

- Raise teachers' expectations for students' academic achievement and, where appropriate, for their attitudes and behavior.
- Improve the effectiveness of teachers' use of assessment information to plan and deliver lessons that challenge all students and meet their learning needs.

## 04 CURRICULUM

| High                                 |              |
|--------------------------------------|--------------|
| Curriculum design and implementation | Acceptable ↑ |

- Leaders conduct regular reviews and develop the curriculum to ensure appropriate provision in all subjects. They are working to ensure that students meet all the graduation requirements before official High School Diplomas are awarded.
- An online course credit recovery program provides students with the opportunity to earn credits needed to graduate. A new retake policy for assessments allows students to improve their marks after they reflect on their performance.
- The range of curricular choices available, including elective courses, meets students' future career interests and talents. Cross-curricular links are especially evident in Islamic Education and Arabic lessons.

| High                  |            |
|-----------------------|------------|
| Curriculum adaptation | Acceptable |

- The curriculum is adequately adapted to include work to meet the needs of some groups of students. Program modification is appropriate in most lessons. Some adjustments are made, particularly for low performing students, but less so for high achievers.
- The curriculum is designed to engage the majority of students. They benefit from participation in extra-curricular activities, including camps and competitions. Opportunities for enterprise, creativity and innovation are provided in Islamic Education and Arabic but are limited in other subjects.
- Most lessons include appropriate learning experiences with some links to Emirati culture and society. Most aspects of the curriculum develop students' knowledge, understanding and appreciation of the heritage of the UAE, including Emirati traditions, culture and values. This is a strong feature of curriculum adaptation.

### For Development:

- Fully implement the credit recovery system and assessment retake policy.
- Ensure that the needs of all groups of students are being met through modifications to the curriculum, particularly for high achieving students.
- Provide opportunities for enterprise, creativity and innovation throughout the curriculum.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

| High                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Health and safety, including arrangements for child protection / safeguarding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Outstanding ↑ |
| <ul style="list-style-type: none"> <li>The systems for safeguarding and child protection are thorough, rigorous and effective. All parents, staff and students are aware of the policies. All members of staff are trained by a designated, qualified safeguarding team.</li> <li>The school campus is very secure. CCTV ensures that all areas are monitored. Supervision at all times is thorough. High standards of behavior are encouraged, but not always successfully. School transport arrangements are effective, with mandatory safety standards.</li> <li>Comprehensive and thorough records are kept. Evacuation drills, plant maintenance and hygiene checks are in place. The school medical personnel ensure that staff are kept informed of students' needs and trained where necessary. They administer medical care when needed. The school's food outlets offer generally healthy choices.</li> </ul>                                                                                         |               |
| High                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |               |
| Care and support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Acceptable    |
| <ul style="list-style-type: none"> <li>Students and staff have positive relationships, particularly in the girls' section. The school is beginning to help families and students to understand the importance of attendance and punctuality. However, the impact on punctuality to school is not evident. In the better lessons, punctuality is not an issue</li> <li>The procedures for identifying targets for students of determination have strengthened but are not fully developed. Identification for students with gifts and talents is not fully embedded across the school. Support for these students does not always result in appropriate challenge</li> <li>Students have access to well-designed personalized support. Counseling resources are committed to promoting emotional wellbeing. Advised on life choices and careers, students are guided effectively through college application processes. Access to alternative pathways for students with complex needs is developing.</li> </ul> |               |
| <b>For Development:</b> <ul style="list-style-type: none"> <li>Implement diagnostic procedures to identify students with gifts and talents accurately.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |               |

## INCLUSION OF STUDENTS OF DETERMINATION

| Provision and outcomes for students of determination                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Acceptable |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <ul style="list-style-type: none"> <li>Leaders, the governing board and the support team demonstrate a commitment to an inclusive ethos. The school development plan has goals which are related to inclusion, but they are not sufficiently targeted or measurable. Monitoring and review systems are in place to assist self-evaluation, but they are insufficiently developed to have an appropriate impact.</li> <li>Some formal assessments, observations and discussions with parents assist the planning for students entering school. The identification process and subsequent planning of interventions are limited by the assessment tools, which are not fully utilized. Students with significant needs benefit from individual education plans (IEPs) that inform classroom strategies.</li> <li>Positive parental views stem from effective communication and support for their children, resulting in good progress. Parents appreciate the guidance given to assist their children outside school. There are not enough informational sessions in school to make them feel valued as partners.</li> <li>Individual learning support is funded by parents. These assistants collaborate with teachers to ensure that they provide students with personalized support. Lesson plans and IEPs are not always effective in engaging students or ensuring their progress. There are insufficient learning support teachers to provide the individualized instruction that some students need.</li> <li>Most students of determination show positive attitudes and a developing independence as they work to overcome the barriers to their learning. Students' work and lesson observations show progress in their academic, personal and social development. However, the progress of many students is limited by the lack of targeted, measurable interventions.</li> </ul> |            |
| <b>For Development:</b> <ul style="list-style-type: none"> <li>Ensure better support for students of determination by providing qualified learning support teachers.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            |

## 06 LEADERSHIP AND MANAGEMENT

|                                                 |              |
|-------------------------------------------------|--------------|
| The effectiveness of leadership                 | Acceptable   |
| School self-evaluation and improvement planning | Acceptable ↑ |
| Parents and the community                       | Acceptable   |
| Governance                                      | Weak         |
| Management, staffing, facilities and resources  | Acceptable   |

- Led by the principal, the new senior leadership team prioritizes inclusive education and emphasizes literacy and success for all learners. While relationships and communication are professional and supportive, they are limited in maintaining consistently high educational standards. Leaders lack clarity regarding students' outcome targets, although they have implemented various actions to support improvement. Leaders' ability to address barriers to learning varies, particularly in the boys' section. Despite recognizing obstacles, leaders' optimism about their effectiveness relies more on actions than on impact, constraining sustainable progress.
- Leaders have developed teams and processes to achieve systematic self-evaluation, using both internal and external data, but self-evaluation still lacks thoroughness and accuracy. While important priorities are identified, there is insufficient emphasis on monitoring teaching and learning, and on linking teaching to students' attainment. Improvement plans detail specific actions, but success criteria prioritize the completion of actions over quantifiable outcomes. Leaders have made progress in addressing some recommendations made in the previous inspection report, but they are inconsistent and not sustained.
- Parents express satisfaction with the school, though few actively participate in school activities. Their opinions are considered. Leaders use various methods to communicate, including social media and direct calls. However, there is no formal parents' association to gather parents' views on school improvement plans. While reports on academic progress are regular, details on personal and social development are insufficient. Leaders are extending the school's local, national and international connections.
- The recently formed governing body, comprising educational consultants, lacks stakeholder representation, thus overlooking essential viewpoints. The board does not have KHDA's approval for the academic plan. While possessing a good knowledge of the school, governors do not hold senior leaders sufficiently accountable, as their duties involve recommending improvements and assessing impact, and so there may be a conflict of interest. Although influential in certain areas, governors lack authority over staffing and resources to address weaknesses and to meet statutory requirements.
- The school's day-to-day management is effective. There are well established procedures and routines. The school is adequately staffed. However, there has been a notable turnover in leaders and staff, with nearly half new this year. The majority of staff are qualified teachers and benefit from regular professional development training. The premises and specialist facilities are of high quality. A few are shared with the adjacent UK school. Resources are sufficient to support teaching and learning.

### For Development:

- Ensure that all middle leaders have clear performance targets and the necessary skills and resources to achieve them.
- Ensure that school self-evaluation is accurate and that improvement plans have clear measurable targets to raise the school's performance
- Ensure that the governing body has representation from the majority of stakeholders, that it aligns with statutory requirements and that there are no conflicts of interest.



## WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

**Dubai Schools Inspection Bureau**

*Knowledge and Human Development Authority*

If you have a concern or wish to comment on any aspect of this report, you should contact [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)